

LSE refuses to shed courses

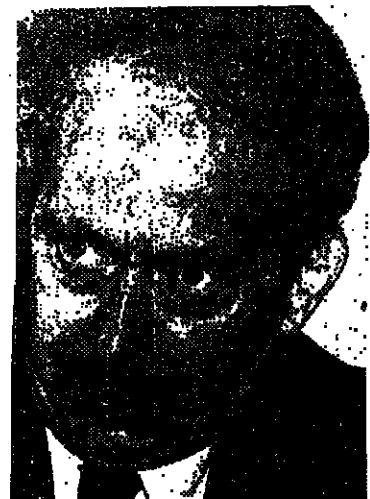
by Peter David

The Swinnerton-Dyer committee on the academic organization of London University, set up this year to make "large financial savings", has received an early rebuff from one of the university's most powerful colleges, the London School of Economics.

In a perfunctory three-page reply to a 13 part questionnaire circulated by the committee last spring, LSE director Dr Ralf Dahrendorf dismisses the prospects of the LSE shedding major areas of work or merging any of its activities with other university colleges.

In response to questions about possible duplication with other parts of the university and areas of work which might have to be curtailed in view of the worsening financial predicament of the university, Dr Dahrendorf says the LSE is determined to retain its position as a leading international centre for social science.

"While there will undoubtedly continue to be changes in the relative sizes of different departments, arising from changes in the direction of growth of knowledge, in student demand and in the kind of staff personnel the school is able to attract, we have no doubt that the present range of subjects taught at the school is appropriate



Ralf Dahrendorf: dismisses cuts

to a school of social sciences", says the letter.

"The existing boundary of the set of subjects taught is defined by the close intellectual relationships existing between them and the significant gap between them and most of the other subjects taught in multi-faculty institutions. This does not exclude the possibility of marginal changes but we would not

wish to shed any of the main areas of teaching and research in the school, as indicated by the present departmental structure."

Although there could be small changes in the relative size of departments, the LSE sees the strongest academic arguments against shedding subjects and no financial case for deliberate curtailment, it says.

On the quality of student intake and future academic plans, the LSE letter describes the overall student quality as very good. "We expect staff-student ratios to deteriorate in the near future: we do not plan to protect any particular departments. We have no plans for major changes in teaching relationships and, in any case, intend to preserve direct personal contacts between academic staff and individual students."

The only proposal for major savings contained in the LSE's response relates not to the school but to the central administration of London University. "Many members of the school hope that your committee is embarking on a more searching investigation of what may be seen as an excessive bureaucratic deal with the university's teaching in Senate House, than is indicated by your list of centrally provided services and activities", it says.

Basic changes in social science PhDs proposed

by Charlotte Barry

Social science departments in polytechnics and universities face a major restructuring of their PhD curriculum and student supervision methods as a result of radical changes in postgraduate training being considered by the Social Science Research Council.

Details of the proposals are laid out in an unpublished paper, a fundamental review of postgraduate training submitted to the SSRC by Sir James Dunnett, chairman of its postgraduate training board.

Under the new system of "student choice" proposed by the board, the number of units awarded whereby PhD students are nominated by departments would be reduced. Departments would be granted "pool" status and the student would be required to submit a list of choices in order of preference, to the SSRC.

The records of these departments would then be scrutinized closely by the appropriate subject committee before it decided where the student should go, in ranking applicants in order of excellence.

the committee might also take into consideration the chosen subject for study.

Following criticism of PhD completion rates in the social sciences, the paper strongly advocates that supervisory procedures of PhDs in individual departments must be improved. But it warns that any move towards a normal completion rate in three years could involve a fundamental change in the British conception of a social science PhD and the possible introduction of a new title for the new award.

In future, the postgraduate training board should be regularly consulted by committees on the policies they intend to pursue, the balance they intend to lay down between PhD training and taught courses and between one and two year courses themselves, the paper says.

The quota system would continue for these one and two year taught studentships, but would only be continued in respect of PhD training if committees could convince the board that they had overriding reasons for carrying on with it.

Unions claim victory as UGC lifts ban on creche funding

Student and teaching unions are claiming a partial victory following the University Grants Committee's decision to lift its ban on funding the running of creches and nurseries out of their general income.

"Universities have now been told by the UGC that they may now use their funds to provide creche facilities for their own staff and students, and for the permanent staff of their own premises which are at present used as nurseries."

However, the unions should carry the day by funding creche costs, such as the high and growing cost of providing creche facilities, through the Higher Education Funding Councils and internal departmental funds and insurance.

The UGC also says in its letter to all university vice-chancellors and principals that they may assist students admitted in 1979-80 or earlier who would suffer financially as a result of an increase in charges. Such assistance should be made to the individual student and not used as a direct subsidy to the creche.

Notice of the revised self-financing policy was sent out to the universities only days before the

August deadline ordering them to stop maintaining creches and it has been welcomed with relief by the student and teaching unions.

"We are pleased to see this, but it doesn't go far enough," said Mr John Akker, deputy general secretary of the National Union of Students. "The UGC is still not addressing the situation in the way we need it."

Mr Akker said that quite a lot of creches are going to be faced with closure, still because of the very high running costs.

The UGC's latest move also follows a decision by the Higher Education Funding Councils, based on a survey carried out by the National Union of Students, which said that the blanket ban on creche funding would have a devastating effect on the development of open and open-ended institutions.

Employers hit by permit problems

Employers are finding it very difficult to obtain permits for foreign graduates to work in Britain even though the graduates have special skills and training which is in short supply among their home and Commonwealth counterparts.

At a conference in Cambridge last week employers and careers officers appealed to the Home Office and the Department of Employment to make regulations governing work permits clearer.

Many employers said they had given up trying to obtain permits because there was little chance of success. The rules, which were toughened up at the beginning of the year, are designed to allow those with recognized skills to work in Britain for up to a year at a time.

Mr Wally Reynolds, in charge of recruitment at the British Railways, said that his company had been refused a permit for a graduate with a degree in engineering. He said that all eight applications for graduates to join his research programme had been refused.

This represents a very serious problem for many employers, as it means that individuals with the right type of innovation coming out of our universities. If we cannot recruit foreign graduates our research will be severely held back."

He said STL, which recruits about 35 graduates a year, had spent much time identifying suitable candidates since September and now found all eight applications had been refused.

Mr Kenneth Sims, personnel officer of Kennedy and Donkin, an engineering firm, said it was ridiculous to be told that a graduate with a degree in engineering had been refused a permit. He said that his company had been refused a permit for a graduate with a degree in engineering.

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Public figure to review polytechnic audit report

by Paul Flather

The Government is to appoint a figure of public standing to review the findings of an audit report which has led to a dispute between Huddersfield Polytechnic and Kirklees Council.

The Department of Education and Science has drawn up a list of more than 50 candidates and has now written to some inviting them to consider the job.

The list includes a number of university vice-chancellors, but it is understood that the Education Secretary, Mr Mark Carlisle, favours a non-academic who has experience of legal and public administration.

The appointment follows appeals from the polytechnic board of governors and the local education authority for a resolution of the dispute which has been running since the beginning of the year. The DES has refused to hold a public inquiry and the "public figure", once selected, will report only to the L.E.A.

A spokesman for Kirklees said this week that frame of reference had not been drawn. The person chosen is expected to review the findings and methods of the first audit report and examine a second audit report currently being prepared by Kirklees.

The allegations of financial maladministration in the audit report have obscured other financial problems faced by Huddersfield which was one of the worst hit polytechnics under last year's capping of the pool arrangements.

Mr Kenneth Durran, the poly-

technic sector has already warned drastic changes would be needed to secure the future development of the polytechnic if more money was not forthcoming from the L.E.A. The Council for National Academic Awards has also expressed serious concern at the ability of the polytechnic to maintain academic standards without more money or changes in policy.

The council has written to the polytechnic governors warning of the problem of under-resourcing Huddersfield. It is "clearly" the council will need to take appropriate action before the start of the next academic session.

The council says the action "need to take account of both the impact on students who are already enrolled on courses and the long-term needs of the polytechnic for students who might be enrolled in September 1980."

It calls for a strategy for the next financial year and assurance of a longer term strategy to meet the needs of courses in the 1980s.

The letter, which will be sent after a series of CNAA visits to assess courses at the polytechnic, the last of which was a post-approval visit to the honours in music. This will only be approved if more money is available to maintain the department's resources and part-time sector.

It is hoped that a meeting this week between CNAA officials and the governors will agree a short term strategy to secure resources within the college satisfy CNAA standards.

Dissident plans to come to England

Unofficial seminars started in Prague three years ago by Dr Julius Tomlin will continue even though the dissident Czech philosopher is expected to leave the country with his family in early September and move to Oxford.

Reliable sources in Prague confirmed this week that Dr Tomlin is to be allowed to leave Czechoslovakia on a five-year exit visa, an unusually long visa.

He will be accompanied by his wife, Zdena, a Charter 77 leader, and his two sons, Marek and Lukas. Lukas, who has been denied a place in secondary school for more than two years.

A house has already been found for the family. Dr Tomlin is expected to stay in Oxford, where he has many friends among the philosophy dons, for a year before deciding his future.

Dr William Newton-Smith, senior tutor at Balliol College, one of three philosophy dons expelled from Czechoslovakia this year during the Prague Spring, has been forced to leave.

Mr Newton-Smith said that the expulsion of Dr Tomlin and the other two philosophy dons was a "disgrace" for the university. He said that the university had been forced to leave.

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OUP in red

to be cut whenever any council institution is in financial trouble. The forecast circulated to all staff at the press also suggests losses for the next year could rise to £2m, although sales and particularly export are up and turnover for the year which celebrated its 50th anniversary in 1978, is more than £40m a year. The publisher has determined to press ahead with a move to Oxford.

"We are not too gloomy. We have to sell more effectively, economically, and more books will have to spend more money on ourselves up," said Mr Keith. The press's current distribution network is spread over at least 100 sites including a 50-page warehouse in Neasden, London, and other new technology.

Revelation of the publisher's plans is bound to send shock waves through all the smaller independent publishers. Oxford University Press, which is a department of the University of Oxford, is a public body and its financial affairs are subject to public scrutiny.

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Setback for London's review plan

by Peter David

London University's plans to follow the Flowers report on medical education with a review of the university's non-medical schools have suffered a major setback, with two more colleges telling the review committee that they see little scope for shedding courses or amalgamating departments.

In lengthy unpublished submissions to the review committee, chaired by Sir Peter Swinnerton-Dyer, vice-chancellor of Cambridge, King's College and the Institute of Education deny that there are strong financial or educational arguments for major reorganization.

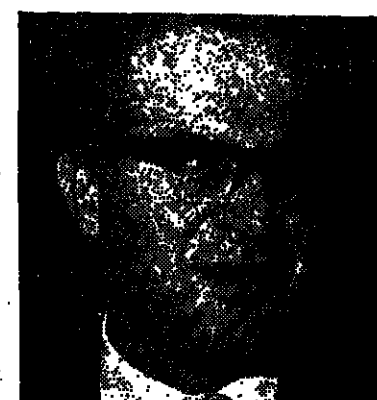
The London School of Economics has already made clear in a letter to Sir Peter that it will retain its existing configuration of courses and research. With a decision on October and three large colleges unable to propose a single course closure or amalgamation, there now seems little chance of the Dyer committee producing a substantial interim report in the autumn.

The submission from King's

accuses the Dyer committee of unnecessary pessimism in assuming that the present financial situation will persist throughout the 10-15 year period covered by the review. And neither King's nor the Institute of Education accepts the committee's assumption that falling numbers of school leavers will automatically damage recruitment to high-prestige universities like London.

The two colleges decline to pinpoint areas of work jeopardized by the university's financial difficulties. Both are confident of their ability to continue all their activities despite a virtual freeze on appointments at King's and an extended teaching ratio at the Institute.

King's submission, however, does name several departments which "cannot be said to be vital to the college". They include Palaeography, Byzantine and Modern Greek Studies, Portuguese and Brazilian Studies and War Studies. But the college goes on to say that all have special features. "To remove them, while it might not threaten the existence of the institution, would certainly affect its vitality."



Sir Peter Swinnerton-Dyer: two rebuffs

The college also says that the Faculties of Education, Music and Theology are not vital to the college. But it argues that all three do work of a high standard and Music and Theology play an important part in the university as a whole.

Silkin pledges support for Finniston

The next Labour Government would implement the Finniston report's proposals for restructuring Britain's engineering profession, John Silkin, shadow spokesman on industry, pledged this week.

Mr Silkin made this promise during his strong denunciation of industry Secretary Sir Keith Joseph's recent decision to set up a chartered authority to control the profession instead of the powerful statutory body recommended by Sir Monty Finniston's committee of inquiry.

He accused Sir Keith of being "shying away from the right remedies needed to boost British industry. The body he proposes in place of Finniston's strong authority will be about as effective in regenerating British industry as Sir Keith Joseph himself."

Mr Silkin added that the body, responsible to the House of Commons, which would act as a forum for engineers, academics and employers to work with existing engineering institutions.

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Deflating prospect for balloon station

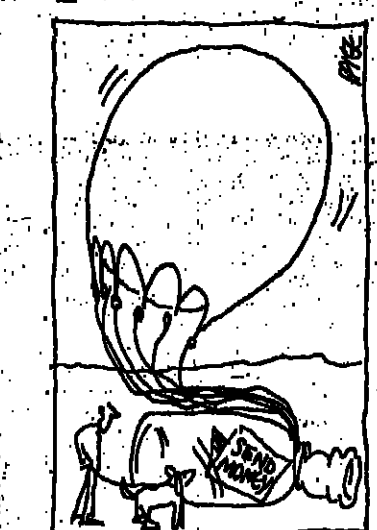
by Robin McKie and Geoff Maglen

A major international astronomy site for launching high-altitude observation balloons in Australia could be closed unless Britain and several other countries contribute to operating and capital costs.

The site, at Mildura in Victoria, which also has a subsidiary at Alice Springs in the Northern Territory, is the launching station for giant balloons which carry one-ton payloads over both stations to investigate gamma and X-ray sources. Australia is perfectly situated for this form of astronomy as telescopes there can study the galactic centre and also it has a vast land mass which makes it hard to recover balloon payloads.

Now, both stations are costly to run as launches require complex recovery procedures, sophisticated data retrieval equipment, air traffic control systems, spotter aircraft and detailed weather forecasts. The present running costs amount to £250,000 a year, which the Australian Government must share with the United States one third.

"We once hoped the British government would contribute one third to the costs but it never did," said Mr Robert Leslie, head of the space projects branch in the Common-



wealth department of science in Australia.

Now a cash injection of about £750,000 is urgently needed to upgrade the dilapidated facilities at the stations, particularly at the Alice Springs site. The Australian government has decided that it can only be done if other countries—such as Britain, Germany and Japan—which use the sites are prepared to jointly fund the stations. If not, they will be closed.

At present, Professor Victor Hopkins of Melbourne University, is visiting scientists in the countries involved in an attempt to persuade their governments to contribute. He is to return to Australia next week and will meet with Department of Science officials in Canberra.

Scientific groups in Britain are now very concerned that they may lose the use of the stations. Physicists at University College London have sent a written protest to the Australian government and Imperial College scientists have urged that Britain pay for use of the site because of its cost-effective research that it supports.

Commonwealth countries and that the development plans of those countries will be adversely affected. It is recommended that governments should consider setting up a commonwealth fund for the equivalent of a short stretch of motorway.

The Malaysian Minister of Education, Mr Dato Musa Hitan, had a private meeting with Mr Carlisle to discuss the fees and later made an impassioned plea for the policy to be reversed. He warned that the very existence of the Commonwealth was at stake and predicted the demise of British influence in education if full-cost fees remained.

Mr Carlisle said that the conference, discussions have been held and the question was not raised at the ministers' closed session. Mr Carlisle's speech on the subject, in which he spelled out the economic circumstances leading to the decision, was received well, although there is still widespread criticism of the policy.

Some ministers accepted that Britain could not continue to allow students of overseas students to expand. Fiji's Minister of Education, Mr Semese Sikivou, supported Mr Carlisle and reminded delegates that two thirds of Commonwealth countries now charge differential fees.

Carlisle tries to soften the fees blow

from John O'Leary

Commonwealth countries were this week offered an olive branch on the vexed question of their students' fees in Britain when Mr Mark Carlisle, Secretary of State for Education, agreed to consider a package of proposals to assist the developing nations.

But Mr Carlisle told fellow ministers at the Commonwealth Education Conference in Sri Lanka, that full-cost fees would be introduced unannounced next month and he warned that no commitment could be given to implement the conference's recommendations.

These revolve around the exemption of certain categories of students from higher fees for overseas students. An agreed number from developing countries would be exempted from full-cost fees for higher education facilities would be charged at the home rate under the scheme, as would scholars under the Commonwealth scholarship and fellowship plan and those receiving awards from their governments for recognition of international agencies.

The final report adds: "Since the conference, apprehensions that recent increases in fees for overseas students will cause considerable hardship to those from developing

countries have been expressed. It is recommended that governments should consider setting up a commonwealth fund for the equivalent of a short stretch of motorway.

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North American News

How Russia 'gets its sums right'

from Fred Hechinger

NEW YORK

The Soviet Union has dramatically improved the quality of its labour force and the technological base of its economy by exposing great numbers of youths to mathematics and science.

More than one million students are graduated annually from specialized secondary schools to become technicians in a variety of fields, and large numbers of technologically oriented recruits are filling the ranks of the Soviet armed forces.

The most serious flaw in Soviet education remains its excessively narrow specialization, but for the first time there are indications that the Soviet leadership recognizes and aims to correct this weakness.

These conclusions have emerged from the first major comparative analysis in 20 years of the American and Soviet educational systems. The unpublished study will be annexed to a larger report to the White House on Soviet scientific capabilities.

The last such studies were undertaken in 1957 and 1961. Professor David, author of *Education and Employment in the USSR*, reviewed the draft of the current study prepared by the National Science Foundation by the Strategic Studies Centre of SR International, a private research institute.

The report implies that the loss of talent which has resulted in the United States from the lack of exposure of many talented youths to advanced mathematics, physics and chemistry threatens this country's

competitive position vis-à-vis its major rival. These are some of the study's key findings: elementary schools from kindergarten through to sixth grade, offer slightly more hours of science per week, Soviet schools devote nearly twice as much time to mathematics.

In secondary schools, all Soviet pupils are required to take part in a curriculum oriented to mathematics and science, whereas these subjects are studied only by relatively few students in the United States.

Even though the United States remains far ahead of the Soviet Union in college and university attendance, the Soviet Union, as of 1976, graduated about six times as many engineers, even after allowing for about one-third with sub-standard training.

It is, of course, difficult to compare the needs of two societies so dissimilar in national goals and individual aspirations. Yet it is also evident that the United States is concerned about the loss of its fine edge in science and technology. By the eighth grade, they have already taken eight years of mathematics, three years of physics and two years of chemistry, plus five years of foreign language training.

By contrast, more than half of all United States school systems require at most one mathematics course after graduation from high school, and very few require the study of physics.

Soviet educational policy, said the report, "has the objective during the first eight years of the educational programme of insuring that the future labour force is exposed

to science and mathematics in order to facilitate the Soviet goal of rapid transformation of the economy to a scientific-technical base. This goal is also consistent with the requirement for better-trained and more technologically oriented persons to fill the ranks of the military."

This may be cause for concern at a time when the American armed forces recruit considerable numbers with inadequate education, including school dropouts.

It would, however, be misleading to assess Soviet accomplishments without attention to serious flaws that are covered up in official documents. Many of the Soviet Union's rural schools, as well as schools in some of the non-Russian republics, are known to be of low quality. Statistics on the number of hours devoted to science in those schools clearly do not tell the true story of what their pupils actually learn. Classes are often large, teachers inadequately trained and equipment, particularly laboratories, lacking.

Even more serious is the damaging long-term effect of narrow specialization. At present, for instance, there are 450 specialties offered by Soviet higher education, with over 200 in the industrial engineering area alone. Such a narrow focus, the study said, is thought responsible for "failure in providing scientists with the ability to master new knowledge, assimilate new research methods and cope with technological change."

According to the study, however, the Soviet leadership, recognizing the system's weakness, last year ordered the training of "broad-spectrum" specialists.

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Now more than a million Soviet students a year are graduating to become technicians.

Accelerator labs forced to put on the brake

from Olive Cookson

WASHINGTON

Although many government-supported researchers are suffering from a combination of budget cuts and inflation, the latest cut this year is coming from high energy physicists. The United States' three major accelerator centres funded by the Department of Energy—the Brookhaven National Laboratory, Fermi National Accelerator Laboratory (Fermilab) and Stanford Linear Accelerator Center (SLAC)—are all having to lay off staff and/or suspend experiments this summer.

Whether their woes are actually worse than other scientists' is a matter of debate. Some say they feel more serious because the accelerator laboratories are such visible symbols of big science.

However, most high energy physicists believe that they are in a more difficult position, partly because Congress has weakened them less generously than other departments. The Department of Energy, which is certainly less politically popular than the National Science Foundation, and partly because the costs of operating and maintaining particularly fast. At Fermilab the electricity bill alone has been estimated at \$300,000 a week.

The immediate cause of this summer's problems was a congressional decision to limit the \$41m. from the Energy Department for research and development budget for the current fiscal year. About \$2m. had to come out of the \$320m. high energy physics budget. That does not sound like a large reduction in percentage terms, but coming as it does at the end of the fiscal year (which runs from October 1 to September 30 for federal agencies) it forced the laboratories to take drastic cost-cutting actions.

Apart from temporarily laying off workers and technicians and asking for volunteers to take unpaid holidays, accelerator administrators have had to reduce experimental operations. That has particularly upset university physicists who planned to work at the end of the summer during their long summer vacations.

The budgetary outlook for 1981 looks discouraging. The house of

Private sector has tenure problems

from our North American editor

A young academic at a public university or college in the United States can approach the dreaded moment when he or she is considered for tenure with reasonable confidence. The decision is nearly always made by a committee of his or her colleagues, and is based on a number of factors, including the quality of his or her research, teaching, and service to the institution.

More than 12,000 faculty members were considered for tenure in 1200 four-year colleges and universities during 1978/79. The ACE survey reveals that 29 per cent of those considered for tenure in private institutions had more reason to tremble. Approvals are less than twice as frequent as refusals in private higher education.

These figures are derived from a survey of tenure practices at four-year colleges and universities, just released by the American Council on Education (ACE). The report gives a fascinating statistical picture of a process that brings many academics the tensest moments of their careers.

On average, a young academic has to wait for a probationary period of five or six years before he or she is considered for tenure. (Post-doctoral research fellowships do not count.) The decision is based on the individual's performance in scholarship and research (commonly measured by published papers and/or books) and on teaching ability. The balance depends on the type of institution at a major university research is inevitably more important.

tenure review is an elaborate and nerve-racking process not only for the candidate but also for other members of the department. They have to make a recommendation for or against tenure, and, based on their votes, the department chairman and university administration decide the candidate's fate.

Needless to say, an unfavourable tenure decision can be a devastating blow to a person's career. For many, it is a blow that is never fully recovered from. In a field like the humanities where there are few outside jobs, there are soft-hearted faculty members sometimes recommend that a young colleague receive tenure when they secretly doubt whether he or she is really doing his or her job. This is a finding of the ACE survey, based on conversations with American academics.

The American Council on Education survey shows that, on the whole, scientists and engineers are more likely to be granted tenure than faculty members in the social sciences and humanities. The difference may reflect the fact that universities generally have more qualified applicants for academic jobs in the latter subjects.

Two-thirds of the 222 and 160 full-time faculty employed by the 1200 colleges and universities in the ACE study already had tenure. The proportion of tenured faculty varied from 75 per cent in the physical sciences down to 63 per cent in the social sciences. The quarter were not tenured but held "tenure-track" positions that qualified them for future consideration for tenure.

The remaining 7 per cent had "non-tenure-track" appointments that excluded any possibility of tenure. They were expected to remain in their positions for three years, on average, and many of them played "a limited service role within their department". Few did significant research.

The survey was sponsored by the National Science Foundation, which wanted to learn more about academic mobility as it explored job opportunities for young faculty members in the near future. In the longer term, the NSF wanted to develop a computer model that would show the future academic job openings.

which involve "bringing together individuals to identify and develop areas in which science and technology research can be utilized to the benefit of the people and economy of California". As Dr Arnold says: "Another major thrust of the institute's applied work will be to use satellite data for climate research. For example, Cal Space will be exploring the theory of surface temperatures of the Northern Pacific Ocean can be used to make long-range weather forecasts for North America."

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California's space dream becomes reality

California Governor Jerry Brown once had grandiose plans for a state space programme. It included launching its own satellite, and legislative had its feet too firmly on the ground to finance such fantasies. But this year it did agree to fund a California Space Institute—a far less expensive venture.

The institute, named Cal Space, for short, will sponsor and coordinate state research projects in the space sciences of the nine campuses of the University of California. It is headed by Dr Arnold, who is also the director of the Scripps Institution of Oceanography.

During 1980-81 state funding of Cal Space will be \$900,000, and the institute's director, James Weid, expects to attract at least another \$300,000 from the federal government and other sources.

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Overseas News

Rules eased for foreign teachers

from Martin Roth

TOKYO

Japan's newly appointed Minister of Education, Tatsuo Tanaka, has promised to seek legislation permitting foreign teachers to become professors at state and local government universities.

At present non-Japanese are working at many private universities but are barred from taking up regular employment at the more prestigious public institutions. This is in line with the government policy that those who "exercise public authority or take part in the formation of the national will" should be Japanese nationals.

Mr Tanaka said foreign staff were necessary to foster an international outlook among students, especially in the sciences. It is also hoped that distinguished overseas scholars can be attracted to teach in Japan.

Some foreign lecturers and visiting professors have been teaching at state universities under private contracts with the presidents of the institutions. But these have been exceptional cases, and have sometimes led to controversy and bitterness.

Most of the foreigners are subject to discriminatory treatment in tenure, housing and faculty voting rights, and they can exercise little authority in the affairs of their department. In addition, they have little security. All hold one-year contracts only: at some universities there is a verbal assurance that their contracts will be renewed, but this is not always the case.

In November 1978 a foreign staff member of Waseda University, a private university for 13 years was abruptly informed that her contract for 1979 would not be renewed. Protests from staff and students forced the

university president to change his decision. Ironically, many of the foreigners feel they are well out of the interminable faculty meetings, the politics and the personality clashes that plague Japanese universities. But Japanese staff may resent the light administrative workload of their foreign colleagues and the salary supplements sometimes paid to lure them to Japan.

In 1978 the education ministry presented legislation which would have removed many of the restrictions on non-Japanese staff, but would have granted them only limited voting rights at faculty meetings. The legislation was subsequently withdrawn, after protests from anything short of complete equality would only serve to reinforce discrimination.

It is not yet known what form the education minister's proposed new laws will take.

University set to leave Vincennes

by Guy Neave

The final go-ahead has been given for the University of Paris VIII to move from the leafy shades of Vincennes to the howling wilderness of St Denis, a suburb to the north of Paris. The relocation of what is perhaps France's most controversial and certainly most strife-ridden university will be complete by September.

This decision puts an end to a long drawn out battle over the past two years punctuated by high drama, low fares, sit-ins, blockading of the university president in his offices and continued interminable feuding between rival factions of both staff and students. Last April saw the resignation of its most ardent defender and president Pierre Martin following a series of incidents between those who wished to keep the university at Vincennes and those who favoured the move.

Set up in the wake of 1968 Vincennes was the experimental university designed to try out some of the more radical demands for student participation and inter-disciplinary studies. Perhaps the most outstanding feature was the willingness to admit large numbers of students who were not formally qualified. Though French universities do have provision for admitting students on criteria other than the Baccalaureat, Vincennes was the only one to do so. In particular it sought through this policy to bring in more working class students to higher education.

Many of the difficulties Vincennes has faced sprang from the overcrowding and extremely limited facilities at its disposal. On a site of 100 hectares, it housed by University College London, it brought together as many students as are found at Edinburgh and Glasgow Universities combined.

Added to this problem—and it is likely to increase since the Saint Denis site is even more limited—its relations with the Ministry of Higher Education have never been of the best. Over the past four years the university has been subjected to verbal assaults by the Minister, Higher Education, M. Alice Saunier-Selva, who accused it of being a centre for drug peddling and a lair of social subversion. The former accusation is unfortunately not without foundation.

A new move has not been greeted with much enthusiasm by the inhabitants of Saint Denis, some of whom have petitioned the Government to find another site. Despite attempts by the Government to isolate the University of Paris VIII in an area where facilities for its students are if anything even more basic, it is highly unlikely that the university will cease to be a centre of controversy.

Even if the Minister succeeds in relocating the numbers of students—a task that has persisted on and off for the past two years since the move was first mooted—Vincennes' tradition of being a hotbed of radicalism to higher education is not likely to allow it to sink into the role of a comfortable can-of-the-mill establishment.

Uneasy calm on the campuses

from Howard Barrell

JOHANNESBURG

Uneasy calm has returned to South Africa's black universities after a series of lengthy student boycotts, in solidarity with the country's insular, racially separate education for blacks.

Students at most of the segregated universities, sometimes scathingly referred to as "bush colleges", are again attending classes. However, South Africa's present volatility in the fields of education and labour makes predictions of continued peace foolhardy.

The boycotts, which began in May, affected the (African) University of Fort Hare in the Eastern Cape, the (African) University of the North at Turfloop, the (African) University of Natal-Westworth Medical School, the (Indian) University of Durbanville and the (coloured) University of the Western Cape. Total enrolment at the five is about 13,000.

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which involve "bringing together individuals to identify and develop areas in which science and technology research can be utilized to the benefit of the people and economy of California". As Dr Arnold says: "Another major thrust of the institute's applied work will be to use satellite data for climate research. For example, Cal Space will be exploring the theory of surface temperatures of the Northern Pacific Ocean can be used to make long-range weather forecasts for North America."

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West Bank colleges jib at 'restrictive' order

from Benny Morris

JERUSALEM

The universities and colleges of the Israeli-occupied West Bank have protested against a military government order which they charge will severely limit their academic freedom.

As Bir Zeit university's Dean of Sciences, Ramzi Rihan, put it, "the order will definitely curtail our independence, if applied". However, he felt it unlikely that it would be applied "in its entirety" by the West Bank authorities.

In 1964, an amendment to Jordan's Education and Cultural Law of 1964, it empowers the military government to intervene in the selection of students and faculty at each of the areas' institutions of higher learning.

The Israeli academic community has so far not responded to the order or to the union's appeal, partly because many lecturers are away for the summer vacations. But as one university rector told me: "No Israeli university would stand for such restrictions. But one must see the order in terms of the West Bank context, of military occupation and Palestinian hostility. The average university, especially Bir Zeit, have long served as centres of anti-Israel incitement."

The order gives the military government the right to establish "requirements for selecting teachers and for their transfers" and states that the requirements may include instructions concerning teachers who were convicted of security offences or who were held in administrative detention.

"This is a virtual standing threat to all our academics, who can at any time be held without trial in administrative detention", says Nusselbah, son of Jordan's former defence minister and a leading West Bank dignitary, Anwar Nusselbah.

A military government spokesman, describing the order as an effort to "regulate" the activities of the West Bank's institutions of higher education, stressed that the prohibition on personnel would apply to "criminals who are unfit in any society to be educated".

But Rihan refused to recognize as "criminals" those convicted of security offences by Israeli military courts for those held in administrative detention.

Raban said the order, if applied, will compel all would-be students as well as faculties to receive written permission to attend or teach at a university.

The military government spokesman said that the order filled a legal gap and that similar laws are in force in most western countries to regulate higher education.

Nusselbah charges that the order allowed the authorities to prohibit certain books and courses "as they see fit" but admits that this is "implicit in the text rather than stated explicitly".

The order affects Bir Zeit University, Nablus University, Najaf University, Bethlehem University, East Jerusalem's College of Islamic Studies Institute as well as the Ramallah College of Nursing, altogether touching some 5,000 students and something less than 1,000 university faculty and employees.

Nusselbah said that "hundreds" of West Bank high school graduates have left the area to study in Jordan, the United States, American and European universities each year "because there are too few universities in the West Bank and those that exist are too small to meet the area's needs".

This month however the government and unions representing non-academic staff signed their first three-year contract, a peace pact intended to ensure stability on the campus.

Under the liberal agreement the government not only recognizes automatic wage increases by seniority but also the right of campus workers to be consulted on government decisions affecting their jobs and working conditions.

The wage force has been granted wage increases of up to 25 per cent and was classified into eight salary grades. The lowest grade will earn £2,000 a year, the highest just over £3,000.

The contract represents a significant step forward on the political level, because it includes the entire non-academic campus staff, said union leader, Carmelo Cedrone.

In return the unions have conceded that each faculty administration can change working hours and the number of staff in accordance with its changing requirements.

Scholarships to be endorsed

from A. S. Abraham

BOMBAY

Afghan students enrolled in universities in Indian government scholarships will have to get the Afghan embassy in New Delhi to endorse them before they can continue with their studies.

Other Afghan students admitted to institutions where some seats are reserved for them under bilateral arrangements will also be affected.

This new regulation comes hot on the heels of two unpublicized over-the-top moves in New Delhi by the Afghan Education Minister, Mr. Anis Ratabad, on his way to and from a Unesco conference in Bangkok. The return visit took place on July 17.

Mrs Ratabad, who is number two in the Afghan ruling party's politburo and a member of the Revolutionary Council's presidium, is believed to have met the Indian Higher Education Minister, Mr. Shunkarand.

The Italian Government this month pressed non-academic campus staff but found itself once more the butt of protest by militant students.

Thousands of chanting students made up the bulk of ultra-left demonstrators who marched on the party offices of the ruling Christian Democrats after the neo-fascist bomb massacre at Bologna's central railway station.

Shouting "assassins" and other unfavourable slogans the students spearheaded left wing forces that roared against a far-left student movement which, following the wave of arrests, appeared considerably chastened or at least not so openly defiant. "But we are going to be back again on the campus, believe me," promised one student leader.

The threat to campus peace came after a relatively pacific period during which not the students but non-academic staff often "paraded" facilities with impromptu strikes.

According to the Myers committee, job losses through the introduction of new technologies are inevitable but the Myers committee has been unable to identify how many or what kinds of jobs will be lost. Accurate predictions cannot be made, the committee claims, and even with hindsight the employment effects of a particular technology cannot in most cases be reliably predicted. Instead the report called for what was already widely known—there is to be a swing toward the intellectual and away from the physical occupations.

Six of the committee's 30 recommendations detail ways of fostering research and development and science is a "crucial" part of the solution. On the basis of two overseas tours which covered most of the leading

Government again the butt of protest

from Uli Schmetzer

ROME

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Industrialized countries. The committee found a "significant change" from earlier grim forecasts of massive unemployment and generally lower living standards.

The committee commissioned special studies to check educational trends. These discovered a disturbingly small proportion of students taking technologically oriented courses in the last years of their secondary school. According to the committee, school teachers who have dropped out of mathematics early in their own schooling might be discouraging students from the subjects most important to new technology.

As if to justify the claim, the committee reported that more than 70 per cent of primary teachers had taken no mathematics in their own school years of their high school education.

Problems of the Arab in Israel

The Progressive National Movement, the new, radical, pro-PLO faction among Israel's 2,000 Arab students, is often treated as "subversive" by the country's security authorities.

On February 7, 1980, Mahmoud Muhareb, 28, was served with a home confinement order at the request of the General Security Services. Muhareb, an Israeli-Arab graduate of the Hebrew University, is registered as a PhD student at Reading University, and was engaged in research for his thesis while living in Jerusalem.

His "ruse" at his family home in Lydda came exactly a year after similar orders—part of the still legal British Mandatory Emergency Regulations—were issued to six Hebrew University Arab students, all members of the PNM.

The movement, which in elections last December gained control of the Hebrew University's Arab Students Committee, makes no bones about its policies and allegiance. Last year's security forces clamp-down on movement activists came after it printed and distributed a leaflet calling for the disappearance of the Zionist entity and its replacement by a secular democratic state in all of Palestine. It was alleged at the time that the movement sent a letter of encouragement to the Palestine National Council (the PLO "parliament"), then meeting in Damascus.

Ibrahim Nassir, head of the Hebrew University's Arab Students Committee and a leader of the PNM, is quite blunt: "The PLO is the Palestinian people's sole legitimate representative and its political aims are the only ones that can satisfy the legitimate needs of our people."

But Nassir, a 29-year-old practicing lawyer, disclaims extremism. "Our demands are moderate and reasonable and that is how most of the world regards them."

The emergence in 1977/78 of the PNM, the campus extension of the Galilee and Little Triangle (*Ibna el-Balad* (sons of the village) movement, was perhaps an inevitable by-product of the radicalisation of Israel's half a million Arab minority. (Israel rules another 1.2 million Arabs in the occupied West Bank and Gaza Strip—these are not Israeli citizens.)

That radicalisation was largely caused by the steady growth in recent years of the Palestinian national movement and by the increased international recognition of its aspirations and representative. The apparent shift of almost all the Arab students into the rejection camp following the signing of the Israel-Egypt peace treaty has also acted as a spur to Israel's Arab minority. Inevitably, the radicalisation has focused on the military and on the growing professional middle class in the Arab villages and towns which that community nourishes.

Every year the Arab students on each campus hold elections for their Arab Students Committees, which represent them to the university authorities (the Jewish) campus authorities and (informally) the university authorities and organise their social and cultural activities. The PNM is opposed by the Communist Front, established in 1949 (though Israel's Arab community has grown only 3.6 times in that period).

Yet the level of education in the Arab sector remains far lower than in the Jewish sector. Only eight per cent of Arab students enter first grade compared with 24 per cent of Jewish students. The gap is even wider in the Jewish sector. In 1979, 43 per cent of Arab students entered first grade compared with 74 per cent of Jewish students. The gap is even wider in the Jewish sector. In 1979, 43 per cent of Arab students entered first grade compared with 74 per cent of Jewish students.

It is, therefore, not surprising that Israel's Arab community, while constituting only 15 per cent of the population provides only 9 per cent of the country's 50,000/60,000 students. In general, says Dr. Haiman Rappaport, "Solid institutions, albeit Israeli Arab youths suffer from highly conservative teaching methods. Through their school years they are compelled to learn to analyse and understand of affairs, they fall flat on their faces."

And the schools ill-prepare their students' attitude to Israel and to

Benny Morris looks at the difficulties facing non-Jewish students in Israel's universities and the emergence of the Progressive National Movement



Ibrahim Nassir, head of the Hebrew University's Arab Students Committee.

Israeli Jews. The politically aware Israeli Arab regards himself as a product of, and enveloped by, a discriminatory and, in some ways, oppressive system. Israel's Arabs, he charges, are treated like second or third class citizens and, in some contexts, like potential or actual enemies of the state.

In some fields, evidence of discrimination is palpable and stark. There are still Arab villages in Israel without electricity, running water, or a telephone. A 1978 study by the Henrietta Scott Institute for Research in the Behavioural Sciences gives a picture of the disparities between Israel's Arabs and Jews. Fourteen and a half per cent of adult Arabs are employed in white collar jobs as compared with 41 per cent among Jewish Jews; 52 per cent of Jewish families have telephones compared with 7 per cent of Arab families; 28 per cent of Jewish families have cars compared with 11.5 per cent of Arab families; 54 per cent of Arab families have refrigerators compared with 96 per cent of Jewish families.

The flight of the Arab middle class during the 1948 war from areas which became parts of Israel compounded the plight of the Arab minority. They were left with practically no teachers, doctors, lawyers and administrators. But over the past three decades a new middle class has sprung up. One third of Israel's Arabs—163,397—attend educational institutions, 14 times the number who attended kindergarten schools and universities in 1949 (though Israel's Arab community has grown only 3.6 times in that period).

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Arab pupils' university language studies. "The average Arab high schooler graduates with shocking Hebrew", said one Arab university student. His own Hebrew underlined the assertion. The English taught in the Arab sector schools is also on a considerably lower level than that taught in the Jewish schools.

At university, the Arab student's relatively poor academic performance underlines his sense of alienation.

We are made to feel like "strangers" in our own land," says Mustafa Asle, a Hebrew University student, one of the six PNM activists "rusted" last year.

"On campus I feel harassed, towards me as palpable, perhaps, as that felt by a Jew walking down Gaza's main street," says Nassir. Certainly Arab-Jewish tensions have increased on campus over the past year. Last December, a group of Jewish students reinforced, it was alleged, by some non-student "toughs", attacked a mixed Arab-Jewish left-wing demonstration supporting Nasser's move to Damascus. The attack ended in chaos and the National Library at the Hebrew University Givat Ram campus.

The attacks, it was alleged, were led by Hebrew University Students Union chairman Hananagi and his deputy, Israel Katz. Hananagi and Katz currently face disciplinary proceedings by the university authorities. At the same time, a charge of assault against the police before the court. The proceedings could result in the suspension or expulsion of the two from university.

The composition of the HU Students Union, by the right-wing Katsel faction, headed by Hananagi and his deputy, Israel Katz, is indicative of the polarisation on the Jewish campus. The attacks, it was alleged, were led by Hebrew University Students Union chairman Hananagi and his deputy, Israel Katz. Hananagi and Katz currently face disciplinary proceedings by the university authorities. At the same time, a charge of assault against the police before the court. The proceedings could result in the suspension or expulsion of the two from university.

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Arab students have inbuilt disadvantages at the Hebrew University.

"The Jew has been through the army, where the Arab is the enemy; he has had a Zionist upbringing; he is somewhat older than the average Arab student, and must quickly complete his studies in order to become a bread-winner. He hasn't much time to spend on nurturing special relationships—either with Arabs or, for that matter, with visiting foreign Jewish students", explains Cohen.

The Arab student comes to an essentially modern, western and Jewish university with intellectual baggage which is foreign and deficient. For the first time he comes face to face with his minority status, and must learn to live with it. He has traditionally ruled over minorities. Moreover, his political views are regarded as suspect and even subversive by his Jewish counterparts.

Women are a particularly touchy point. At the universities the Arab student comes into contact with the opposite sex for the first time beyond the purview of the traditional parental and social curbs. The women and girls he meets, or more often, sees, are light years removed from the medieval social ethos and taboos of his native village or town.

Most Jewish women will have nothing to do with Arab students at any level. Cultural diversity and the sexual inexperience of the Arab male join the nationalist barrier. The hawk implied serves to fan the flames of the Arab's political radicalism and to reinforce his view of Israel as a racist and discriminatory state.

Arab students face somewhat better with foreign Jewish women students. Female Arab students—some 20 per cent of all Israeli Arab students—will have nothing to do with Jewish males (or, for that matter, females) on campus. Sex between Arab female and male students is extremely rare. The Arab girl will usually be expected to remain in her village or town and marry her husband with her virginity intact.

When enrolling most Arab students register a preference for law, medicine or biology. They want to enter a profession which will give them a good livelihood and independence of their own and its facilities because of poor marks and/or staying for a BA in one of the arts or social sciences. The middle-class studies department is a dead-end, top-heavy with Arab students.

Some government ministries, such as Defence and Foreign Affairs, are barred to Arabs but one will find a few Arabs, and only a few, in the other ministries. The reasons for this are not clear. Israel is a unitary state, which, unlike a federal state, has no half million Arab citizens, explains Nassir.

Most industrial plants are closed to Arab applicants, say the manufacturers' association. This is only true regarding defence-linked industries. He added that very few Arabs seem to apply for industrial posts "and very few of those who do are as qualified as the Jewish applicants".

The Arab students see everything in terms of politics and of "oppressive Jewish state". The identifying with the PNM and the Communist Front is considerably more hardline than the average West Bank student.

All Israeli Arab students clearly and openly define themselves as "Palestinians" and regard the PLO as their "spokesman". But not all of those interviewed carried over the ultimate fate of the West Bank and Gaza. Yet in the West Bank's Bir Zeit University—where the acknowledged seedbed of Palestinian nationalism—one of the students who support the return of the area to Jordanian rule.

Many Israeli Arab students are similarly hostile to the Jewish state. The students' "ministry" in the West Bank.

West Bankers, at least, can draw to a vision of eventual Israeli withdrawal from "their" land. But among Israel's Arabs, who believe that this would cause their own or that Israel will ever "evacuate" the Galilee or the Little Triangle.

Circumstances seem to compel Nassir and his PNM colleagues to sling to the extraneous vision of the state "in Palestine as the only possible solution to their political identity and self-determination".

But if the PNM sounds, to some ears, extreme, the moderate Bishara and the Communist Front "pragmatists" are not particularly convincing. Bishara admits that the hawk implied serves to fan the flames of the Arab's political radicalism and to reinforce his view of Israel as a racist and discriminatory state.

Pressed to define these "rights", Bishara will only add that they include obtaining "cultural self-determination" and that the "struggle" will be continued "in a spirit of peace".

It is clear that a disgruntled class of unemployed and alienated intellectuals is emerging in Israel's midst and that it bodes no explosion, given the regional political circumstances and the fact that these students will soon take their places in the leadership of Israel's Arab community.

The Arab student is impatient, says Dr. Cohen. "He has grown to be increasingly unwilling to wait for a political solution that will ease or rectify his situation."

More and more of the developing countries are now reassessing their priorities and questioning the return they receive from the large proportion of gross national product must spend on a relatively small number of students. Many are reaching the conclusion that more profitably spent on new programmes to raise the level of education among the masses.

There are a number of reasons for this apparent change of attitude, not least the escalating cost of higher education throughout the world. Britain may have provided the focus for discontent by raising fees to the highest level in the world, but there are many other examples on a lesser scale.

Even where fees are considerably lower than in Britain, the poor nations are finding the cost of supporting the student elite an ever-increasing burden. As a result, still fewer students can be sent abroad and more have to settle for the less attractive option of studying in their own country, where suitable facilities exist.

To this extent only the rise in fees should have the welcome side-effect of encouraging governments to concentrate more on developing their own institutions, with the help of the Commonwealth and bodies such as the inter-university council. Courses at home could be more tailored to local needs and would drain down wastage through the brain drain which afflicts most of the poorer nations when students find the style of life more attractive in the host country than at home.

Yet, regardless of the cost of education overseas, governments have begun to alter their emphasis on higher education in any case. The argument that it is an essential tool of development has become open to question.

With the rise in numbers entering higher education from Commonwealth countries over the past two decades has come the new phenomenon of graduate unemployment. In some places the current demand for highly-trained manpower has been satisfied for the moment and not even all those completing secondary education can look forward to jobs.

World recession exacerbates the problem and there is little immediate sign of an improvement in employment prospects. Also, there is a question mark over the relevance of higher education as it exists in most institutions to the needs of developing countries. As one African delegate put it last week: "The British system, which we have inherited has produced plenty of eminent classicists, but is this what the country needs?"

In the poorer nations the answer is certainly not that. A survey of island states and other small, disadvantaged nations found only Cyprus considering setting up a new university. Most of the 16 countries surveyed planned to develop technical colleges or specialist schools to train seamen, hotel employees or farmers, according to their particular requirements.

The keeping of primary and to a lesser extent secondary school teachers was the only area traditionally associated with higher education to feature on their priorities for the 1980s.

In the islands, and more especially in the larger developing countries, the accent is on innovation outside the formal education system.

Provision for teaching children outside the schools, for basic adult education in general and for women in particular, are all assuming greater importance as the advanced stages of an educated population become apparent.

In Fiji, for example, multi-centre camps have been set up for out of school youth, and one-year camps are planned to give specialists training to school leavers. Grenada has put its emphasis on improving literacy, general education and vocational skills. Having premised a centre for popular education to put its plans into practice.

Similar schemes are mushrooming throughout the developing nations and the importance attached to them

has been obvious at the conference. Non-formal education was one of the three main themes and the deliberations of the committee dealing with the subject one of the most keenly anticipated.

The scope of the topic was found to be so vast that the committee's recommendations inevitably became generalized. Even the government departments dealing with the subject varied from country to country, making universally applicable proposals almost impossible.

But the trend in favour of non-formal programmes remained obvious, putting the universities in an uncharacteristically defensive position. The discerned need for self-justification came through in two of the main papers prepared for the conference.

One, by professor Asavia Wandira, vice-chancellor of Makerere University, Uganda, set out one view of the role of tertiary institutions. In it he claimed: "Universities, taken as a whole and despite their history and present concerns, have become sensitive instruments responsive to criticism and, within available choices, capable of adapting to changing environments and demands."

There were still problems and rigidity, he admitted, but these should be recognized and treated sympathetically so that they could be overcome. The retreat by universities from the original conception of their responsibilities to society into a more introverted state was a modern, and perhaps transient, phenomenon.

Clearly, aspects of the university and the traditional university remain as relevant today as they were in ancient times", said Professor Wandira. "It remains the business of the modern universities to assist man in transcending the boundaries of his region, culture and knowledge itself. In thus assisting villagers to look beyond the village, universities can contribute to the creation of global village."

Outlining the dual (and sometimes conflicting) pressures of morality and the political order, Professor Wandira pleaded for greater understanding of the problems of universities and more assistance than many Commonwealth governments

presently give. Unlike other institutions, he said, universities retain a special duty to pursue the universal and eternal, remaining in the vanguard of future change. A different approach came in a paper on the role of universities in non-formal education, by Professor Paul Fordham, of Southampton University. He recognized that the main concerns of universities could be their own undergraduate and postgraduate courses, but found their participation in non-formal programmes essential. They should provide leadership and support to emerging non-formal systems.

While many universities already have a good record in this respect, there are always some academics who do not readily accept the need to move outside the orthodox concerns of research and teaching full-time course, professor Fordham said. It was necessary, therefore, to create a climate of opinion in which adult education was seen as a natural function of the university and not merely a welfare activity for deprived groups, as the Indian University Grants Commission had recognized.

In this way it foresaw higher education becoming more relevant to the needs of society and oriented towards the solution of existing problems.

The theme of relevance was one which ran through the entire conference. In his welcoming speech to the official Professor K. S. Muralidharan, secretary-general of the commonwealth secretariat, said: "We must ask ourselves to what extent education has so far been a handmaiden to total development or even, in all honesty, to what extent it has stood in the path of development."

"Why, with so much provision for education, is there still a very serious school of thought which maintains that education has hindered development? That it has created greater social and economic divides within our nations, that it has created two classes of society and put in jeopardy our concepts of national unity?"

The question lies at the root of the move towards more non-formal programmes. The predicament for higher education is how best to respond without sacrificing the cherished role it holds so dear.

His former colleagues will teach in the Cambridge College of Arts and Technology and to other further education teachers wrestling with reluctant learners up and down the country this relentless achievement must be regarded with bated breath.

(Writing the successful novel is one suspects, a fantasy to which teachers, especially liberal studies and arts lecturers, are especially prone. For a contemporary to achieve the impossible dream must serve as both a triumphant affirmation of life's rich possibilities and a constant indictment of personal failure and slothfulness.)

An irony that is certainly not lost on Tom Sharpe. To rub salt in what may well be a lingering sore, *Wilt*, which was his fifth novel, wrings much of its humour from a sharply satirical look at the pretensions and pompousities of the world of further education.

Its autobiographical origins are at times only thinly disguised. Like Henry Wilt, the novel's anti-hero, Tom Sharpe began his career in further education as an assistant lecturer in liberal studies.

"The author also happens to have taught in a technical college: Cambridge College of Arts and Technology as opposed to the fictional Farland College of Arts and Technology."

And like his hapless protagonist Sharpe was also required to meet the weekly challenge of engaging the interest of apprentice plumbers and butchers. *Meet Wilt*, who were often asked to see the relevance of their studies to their own lives, and *For Wilt* the Bell Tolls to stanching a leaky pipe or jolting a shoulder of ham.

"Wilt says Sharpe: 'I'm vomiting. Meet Wilt. I can't even look at Lord of the Flies without it making me want to vomit.' Only the improbably farcical plot.

A novel instance of Sharpe practice



Tom Sharpe pictured on his arrival in England 18 years ago. He had been deported from South Africa for an anti-apartheid play he had written.

Simon Midgley meets the one-man fiction industry and envy of former colleagues

Eight years spent attempting to interest apprentice bricklayers and motor mechanics in *Lord of the Flies* and *Cambridge* is not on the face of it a very hopeful matriculation for a novelist struggling for recognition.

From this distinctly unpromising material, however, one-time technical college lecturer Tom Sharpe managed to distill *Wilt*, a black comedy that securely established his reputation as a comic writer.

Today Sharpe, aged 52, is one of the most successful and prolific popular novelists working in Britain.

He is, in fact, the stuff of which publishers' dreams are made. All his works are still in print, each new novel has sold better than the last and his rights are snapped up with almost indecent haste.

Having produced a novel a year for the past eight, he is now something of a cult, not to say a one-man industry.

To his former colleagues still teaching in the Cambridge College of Arts and Technology and to other further education teachers wrestling with reluctant learners up and down the country this relentless achievement must be regarded with bated breath.

(Writing the successful novel is one suspects, a fantasy to which teachers, especially liberal studies and arts lecturers, are especially prone. For a contemporary to achieve the impossible dream must serve as both a triumphant affirmation of life's rich possibilities and a constant indictment of personal failure and slothfulness.)

An irony that is certainly not lost on Tom Sharpe. To rub salt in what may well be a lingering sore, *Wilt*, which was his fifth novel, wrings much of its humour from a sharply satirical look at the pretensions and pompousities of the world of further education.

Its autobiographical origins are at times only thinly disguised. Like Henry Wilt, the novel's anti-hero, Tom Sharpe began his career in further education as an assistant lecturer in liberal studies.

And like his hapless protagonist Sharpe was also required to meet the weekly challenge of engaging the interest of apprentice plumbers and butchers. *Meet Wilt*, who were often asked to see the relevance of their studies to their own lives, and *For Wilt* the Bell Tolls to stanching a leaky pipe or jolting a shoulder of ham.

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salacious and macabre by turns, is clearly a free-wheeling fantasy of the author's own fertile imagination.

The detail, however—the frustration of teaching a subject which is precisely defined content to a group of reluctant learners, the hilarious account of a Council for National Academic Awards visit and the academic bickering—has a ring of cruel authenticity about it that will be familiar to many involved in further education.

His other famous "educational" novel, *Porterhouse Blue*, which is set in a fictional Cambridge College, is, one feels, less precisely autobiographical in character.

Although he went to Porterhouse both as an undergraduate (he took what used to be described as "a gentleman's degree" in History and Social Anthropology) and some years later to train as a teacher, the college described in this book appears to draw more generally on the experience of "being at Cambridge".

Although Tom Sharpe describes himself as a "farceur" much of the incidental humour of his novels inheres in his unerring ability to deflate pomposity and pretension.

In his educational farces there are three *Wilt*, *The Wilt Alternative* and *Porterhouse Blue*. This satirical vision betrays, if only intermittently, a passionate interest in what is being offered in the name of education in Britain.

This is more than simply the professional interest of a man who has spent the better part of his working life teaching 16 years altogether including experience in South African primary and secondary schools and a secondary modern in Aylesbury.

It is as much a reflection of a far more general concern that his children should get the most out of their formal education. (He and his American wife, Nancy, have a family of three—Melanie, his step daughter, aged 15, Grace, nine, and Janine, eight.)

Although he went to a public school—Lancing—through the generosity of a South African aunt and could now quite obviously afford to send the children to private schools he prefers to keep the family together. They go instead to local primary and comprehensive schools in Bridport, Dorset, where he and Nancy, who was a teacher herself in the U.S.A., can keep an eye on their progress.

(Should they become dissatisfied with the state's efforts they could always start their own school at home. There is a purpose-built primary school in their one and a half acre back garden which was erected by the old town grammar school's former classics teacher.)

Tom Sharpe is the first to admit that he is "terribly opinionated" about education. "That's the whole business about teaching," he says brightly, before slightly pugnaciously and perhaps not altogether seriously advancing the view that we should teach like history and English should not be taught at all because they are speculative subjects which consist of little more than sets of opinions.

More temperately he adds: "I just think that the system is out of balance. There's far too much opinion-oriented learning. We have an exam system, which is pointed towards the ability to articulate in writing and this is a very special skill in a sense. The vast majority of people are not equipped to do this... certainly not the public sector schools."

A deeply humane man he is appalled by the "colossal" reservoir of talent that is wasted by specialization too early and a narrowly academic view of what constitutes an educated and intelligent man makes itself apparent.

More efforts should be made to find out what skills people possess and to foster them. Recalling his days teaching *Meet Wilt* of the tech he says the important thing was not to write people off too early; to make sure that they came out of every lesson feeling that they had accomplished something; and above all to give them a sense of confidence in their own abilities.

"Testing is about getting across," he says. "When to let up a bit and when to put the boot in. At the end of the day what you have got to do is to get their interest."

John O'Leary



BOOKS

Translating knowledge

DNA Replication
by Arthur Kornberg
Freeman, £12.20
ISBN 0 7167 1102 8

From DNA to Protein: the transfer of genetic information
by Maria Sasaki
Macmillan, £18.00 and £9.95
ISBN 0 333 21836 1 and 21838 8

Writing books about molecular biology is a risky business. Much of the demand for such books is dependent upon them being up to date with ideas and facts. Yet molecular biology advances at such a rate that many of the topics, facts and ideas in fashion at a book's conception will be long-outdated before the book appears in print. Even (or perhaps especially) for the research scientist, it is often difficult to be objective or critical about new findings and ideas. A new book propounding the dire hazards of genetic engineering might now seem sadly outdated. Will a book appearing in two years time that describes interferon as a wonder drug be already obsolete? I am neither wise nor brave enough to guess.

So how can authors guarantee against the near inevitable immediate obsolescence of their book? Arthur Kornberg has ensured near-immortality by writing a masterly successor to two earlier excellent books (*Enzymatic Synthesis of DNA*, 1962 and *DNA Synthesis*, 1974; both published by Freeman). These three books not only trace a lifetime's work devoted to understanding the mechanism of DNA replication, but illustrate how our ideas of the cellular machinery have evolved. I suspect that 20 years ago few biologists would have believed that more than 10 proteins are needed to replicate one of the simplest viruses, the complexities of organization and control within cells are quite astonishing. In studying DNA replication the shift in emphasis from pure enzymology to understanding the cellular machinery in the titles of these books and their contents.

The discovery of the structure of DNA by Watson and Crick in 1953 immediately presented a schematic mechanism for its replication. Because the two strands of the DNA double helix each contain the information for specifying the other,

strand, separation of the two strands, followed by their copying, results in DNA replication, which of course is the very essence of the living process.

Experimental evidence that replication occurs in such a manner came from Meselson and Stahl in 1958; like many other important experiments in molecular biology, the lapse between the concept (1953) and the experiment (1958) largely resulted from the time taken to develop the appropriate technology. In 1958, too, Kornberg demonstrated an activity in bacterial extracts that could replicate DNA. The activity was purified, and the enzyme, now called DNA polymerase I, was shown to have most of the properties expected of a DNA replicating enzyme.

There were some nagging doubts, however, as to whether this was the real replicating enzyme. John Cairns was sufficiently confident that it wasn't, that in 1969 he and his co-workers assayed the DNA polymerase activity in individual extracts derived from several thousand mutagenized bacterial cells, until they found a mutant that had no DNA polymerase I activity. This led the way to the discovery of two further DNA polymerases, one of which, subsequently shown to be DNA polymerase III, is the enzyme responsible for the synthesis of the new DNA strands. The earlier studies of polymerase I were not in vain.

Many of the more recent studies of DNA replication have been aimed at elucidating the plethora of different proteins that interact with themselves and DNA to replicate it in a controlled, and organized fashion. Kornberg's laboratory has been central in many of these studies and short time spent with *DNA Replication* conveys the wisdom and knowledge of this man. I can find no complaint with the 724 pages that make this book excellent. It is a book for the serious student of molecular biology and for the genetic material replicates.

The book is clearly written, with excellent diagrams. It starts with a comprehensive description of DNA structure, before moving on to how DNA precursors are synthesized, and then to a comprehensive and definitive account of the properties of DNA polymerases and

other proteins involved in DNA synthesis.

Kornberg then goes on to discuss the integrated mechanism of replication and its control. The replication of viruses, plasmids, and bacterial and animal chromosomes are all covered in depth. Towards the end, a number of brief sections describe other enzymes that interact with DNA to mediate repair processes, recombination, and DNA restriction and modification. The book is completed with a concise but useful chapter that deals with the chemical synthesis of genes, genetic engineering and DNA sequencing methods.

The success of this book is largely due to the author's central role in the development of the field of DNA replication. He has written about what he knows best, although full credit must be given to the way in which he has translated his knowledge into a lucid and very readable book.

It is unfortunate to have to review Maria Sasaki's book alongside Kornberg's. She has attempted to cover a broader field in little more than one-third of the length. After a rather brief and idiosyncratic account of DNA structure, organization and replication (in just 72 pages), she goes on to describe how DNA makes RNA, and how RNA makes protein.

I was disappointed to find the approach of the book so completely biochemical much of what is interesting and important in DNA expression concerns the way in which this expression is controlled. This receives little treatment, as does the important contribution of molecular genetics to our understanding of gene expression.

The book clearly attempts to be very up to date, but in number of sections it already shows its age. This and its lack of criticalness are the almost inevitable result of the author's lack of firsthand experience with much of the material she describes. Because of this, the book may provide useful background reading for undergraduates and research workers, although I suspect it will not age as well as *DNA Replication*.

David Sherratt

David Sherratt is professor of genetics at the University of Glasgow.

Intergalactic tour

Monsters in the Sky
by Paolo Maffei, translated by Mirella and Riccardo Giacconi
MIT Press, £8.95
ISBN 0 692 13153 6

Good though this book undoubtedly is, I cannot find a rational explanation either of its contents or its title. Maffei is a research astronomer who is well placed to give one of the best reviews of all types of galaxies. This he does, covering the whole field of optical observations and conjecturing order out of a disorderly subject. Some galaxies, possibly most galaxies, have concentrated and energetic nuclei; these constitute the chief class of the "monsters" of this book. But why call them monsters, when they are made to appear as natural and normal, and indeed small?

The other classes are found on a rapid tour through the universe, starting just outside our solar system, where the comets lurk darkly, poised to make their occasional splendid dash close to the Sun. Again surely not monsters. The point-and-click stars and nebulae in their more interesting phases of condensation and explosion, all subjects of modern astrophysical research.

Most of the observational material in this book is optical, and rather few of the recent contributions of radio and X-ray astronomy are included. This makes little difference to the book's value, which is well told and which will appeal to anyone with the sketchiest knowledge of astronomy. As the book progresses to nebulae and galaxies, the point-and-click stars and nebulae in their more interesting phases of condensation and explosion, all subjects of modern astrophysical research.

F. Graham Smith

F. Graham Smith is Director of Royal Greenwich Observatory, Herstmonceux Castle, Sussex.

Practical radiochemistry

Introduction to Radiochemistry
by D. J. Malcolm-Lawes
Macmillan, £10.00 and £4.95
ISBN 0 333 26124 0

There has long been a need for a modern textbook on radiochemistry and related nuclear matters. I regret to say that despite the title of this book, that need is only slightly lessened by the appearance of *Introduction to Radiochemistry*. for in a book of only 145 pages one can hardly expect adequate, much less encyclopaedic, coverage of such a large subject.

Given the problem of space and the need for a book that is both up to date and yet not too expensive, the author has done a very good job. The book is well written, and the material is presented in a way that is both accessible and useful. The book is a good introduction to the subject, and it is well worth a read.

In many respects there are points of similarity with the book by F. A. J. Armstrong and J. H. D. Ekins, *Radiochemistry: Principles and Practice*, published by the Royal Society of Chemistry in 1972. This book is a more comprehensive treatment of the subject, and it is well worth a read. The book is a good introduction to the subject, and it is well worth a read.

The intended readership consists of students in higher education and practising chemists, biologists and physicists. I feel, however, that the book is a bit too general, and it would be better if it were more specific. The book is a good introduction to the subject, and it is well worth a read.

Robert Blackburn

Robert Blackburn is lecturer in chemistry at the University of Sheffield.

readership. This is postgraduate material, providing a good introduction to the problem of the measurement of red-shift, and to the concepts of black holes and white holes.

On such questions as why Cygnus X-1 contains a black hole, the book is well placed to give a very good introduction to the subject. The book is a good introduction to the subject, and it is well worth a read.

The production of the book is good, although the text is a bit too small. The book is a good introduction to the subject, and it is well worth a read.

Why, with its patchy and variations in technicality, do I recommend this book? It is the only book of its kind that is both accessible and useful. The book is a good introduction to the subject, and it is well worth a read.

F. Graham Smith

F. Graham Smith is Director of Royal Greenwich Observatory, Herstmonceux Castle, Sussex.

General and particular satire

The Politics of Gulliver's Travels
by F. P. Lock
Clarendon Press, Oxford University Press, £7.50
ISBN 0 19 62656 5

Gulliver's Travels is a strange work. It purports to be a history of those mysterious foreboding spheres that turn up from time to time in the front of Dr. Who. Some readers think it the strongest attack on human nature ever known; others, as I think, see it as a witty and acceptable satire on the follies of the human mind.

Mr. Lock is of the latter party. He has written a short, brisk book on the political aspect of Swift's masterpiece. His discussion is both witty and witty. The book is a good introduction to the subject, and it is well worth a read.

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BOOKS

Men from the ministry

The Civil Service: an inquiry into Britain's ruling class by Peter Kellner and Lord Crowther-Hunt. Macdonald, £9.95 ISBN 0 354 04487 7

There was a time when radicals were keen to defend the Civil Service against accusations made by irresponsible reactionary critics such as the late Lord Hewart, author of *The New Despotism*. We were told that his views were much exaggerated. Harold Laski urged us to believe that there was no phantom army of bureaucrats lusting for power. More recently, there seem to have been suspicious shivers (see Cressman, *Balance of Power*) that some civil servants, if not exactly lusting for power, are at least not lusting to put into effect operation all the schemes for which Ministers have received a mandate and the backing of their party conferences.

Criticism of the selection procedures for higher civil servants is also familiar. It is pointed out that of those who succeed in open competition a large proportion come from the Universities of Oxford and Cambridge. This must either be because the selection process is biased in favour of Oxford and Cambridge candidates, or because the best candidates come from Oxford and Cambridge. Once inside the Civil Service, Oxford entrants seem to progress more rapidly than Cambridge entrants, but no one either seems to think that this shows promotion procedures to be biased against Cambridge recruits or is too much evidence to suggest alternative explanations.

In the first part of *The Civil Service*, Peter Kellner and Lord Crowther-Hunt rehearse many of the criticisms made by the Fulton Committee of the generalist pattern of recruitment to the higher civil service and the consequent lack of acceptance of the Fulton recommendations by the Civil Service effectively emasculated all the major proposals for change. The styling of the telling is a little odd since Lord Crowther-Hunt appears in some chapters as "I" and in others as "Fulton". Still, this helps to make clear where the actual evidence is based upon Lord Crowther-Hunt's inside knowledge of the Fulton operations. We learn that the committee tried to lobby both ministers and civil servants. The first achieved a measure of agreement in principle, but the second led to a series of conclaves of Permanent Secretaries and a successful resistance movement in which "the mandarins" under Sir William Armstrong combined with the executive and clerical classes to keep out the specialisation. Another failure in the Fulton ideal, it is argued, is the failure of the Civil Service College to carry out the functions envisaged for it as a centre of independent criticism and research. The reasons for this are not so fully explained and they probably stem less from a mandarinate conspiracy than from wider failures in the general relations between public administration and academia.

Geoffrey Marshall

Geoffrey Marshall is fellow of Queen's College, Oxford.

Centralizing in preparation for war

Delivered by Ministers in the House of Commons on 12th July 1980, the White Paper on Defence, *Defence and Armaments*, is a landmark document. It is the first time since the Second World War that the Government has set out its defence policy in a single document. It is also the first time since the Second World War that the Government has set out its defence policy in a single document. It is also the first time since the Second World War that the Government has set out its defence policy in a single document.

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Another Pareto?

The Other Pareto edited by Placido Bucolo. Scolar Press, £15.00 ISBN 0 85967 516 5

As an economist, Pareto's reputation is secure. His work has passed into the mainstream of economic thought, the central concept of welfare economics is called "Pareto optimality" (though perhaps with some exaggeration) that ministers often find it difficult to have informal discussions without civil servants being present and that ministers find it harder to transact business with persons outside the public service than do top civil servants, since the ministers' clerics and engagements are available as a matter of routine to civil servants but not vice versa. Inside departments, it is noted, policy committees of civil servants may operate without ministers being present or seeing the minutes of their deliberations, and before budgetary confidential consultations are held between the Treasury and Permanent Secretaries, though their ministers are told nothing. Cabinet minutes, it is alleged, are not normally cleared with the Prime Minister before circulation so that what the cabinet has decided becomes in effect what the civil service says it has decided (though presumably cabinet agendas provide an opportunity for ministers to haggle about the minutes of the previous meeting, unless cabinets are different from every other committee known to mankind).

Many readers will find the later chapters on Civil Service-Parliamentary relationships the most interesting in the book, since they point to some unresolved issues in our constitutional practice. Can the House of Commons, for example, insist on having particular officers in a department give evidence to its select committees? If Members of Parliament have the duty of scrutinizing the working of departments, to what extent should they have the right to know how departments conduct their internal business or what advice was given by whom on what? How is the line to be drawn between background material on policy that should be available to all Members of Parliament and confidential or institutionally private?

Though their conclusions on recruitment and policy-making will not be universally shared, the authors' arguments and reflections on the material-civil servant relationships and the limits of confidentiality in policy-making merit consideration by all who take an interest in British government and its bureaucracy. We were once told by a Victorian writer that the country could be effectively run by a bureaucracy without the assistance of ministers for a period of about three weeks; at the end of which time all the civil servants would be taken out and hanged on the nearest gallows. Popular taste is of course changing, but the Fulton ideal, it is argued, is the failure of the Civil Service College to carry out the functions envisaged for it as a centre of independent criticism and research. The reasons for this are not so fully explained and they probably stem less from a mandarinate conspiracy than from wider failures in the general relations between public administration and academia.

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Centralizing in preparation for war

The White Paper on Defence, *Defence and Armaments*, is a landmark document. It is the first time since the Second World War that the Government has set out its defence policy in a single document. It is also the first time since the Second World War that the Government has set out its defence policy in a single document. It is also the first time since the Second World War that the Government has set out its defence policy in a single document.

opaque style. More importantly it suffers through conflating two levels of exegesis; the author simultaneously tries to show how one notion of Pareto's succeeded to another, and also to interpret and criticize it. The result is a very unlikely that the reader will receive any clear impression of Pareto's developed system. Moreover, some of the author's exegesis is highly controversial: in one passage, for instance, where Professor Bucolo is commenting on Pareto's (rather obvious) extracts from the *Treatise*, he seems to be telling us that Pareto's positivism is really hermeneutics. A bizarre conclusion: and supported by some very questionable textual interpretation. Professor Bucolo calls his book *The Other Pareto*; but what other Pareto? He himself never tells us and Professor Fletcher's interesting introduction does not conclusively tell us, either. Was the title selected by analogy with the expression "The Other Marx"—that is to say, is it intended to show that there is an earlier Pareto, a liberal and tenderhearted Pareto, and that Pareto does not deserve his reputation as a proto-fascist?

Certainly this is the verdict the author reaches in his conclusion. If so, there is nothing at all original in this discovery. The contrast between the earlier liberalism and the later and humanitarianism and conservatism is well known to all modern students of Pareto. What is quite lacking in the author's conclusion is that all these views are threatened by what he calls "bourgeois socialism"—and he flew to the aid of the oppressed peasants and workers.

By 1900, however, he is singing a different tune. Now it is proletarianism that is threatening his cherished freedoms. Bourgeois socialism is at the receiving end. Always his ambition was for a "neutral" state; but all he saw now was the alternative of one form of oppression or the other. "Fish, fish, you want to be a bourgeois or a proletarian?—I don't want either! Or both?—I don't want either!" This little saying of his sums up his dilemma and explains why his opinions swung from the left in the pre-1900 period to the right in the years following. All these views, however, are threatened by what he calls "bourgeois socialism"—and he flew to the aid of the oppressed peasants and workers.

Two chapters at the beginning deal with education. Both are written by Vaughn and concentrate on the elitist character of the system, particularly the discussion of the "factitious" character of the system, and the institutionalization of the system. The authors attempt to show that the system is a "factitious" character of the system, and the institutionalization of the system. The authors attempt to show that the system is a "factitious" character of the system, and the institutionalization of the system.

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Around 1900

Social Change in France by Michael Vaughan. Kolinsky and Peter Smith. Scolar Press, £9.95 ISBN 0 85520 123 1

An understanding of the France, it seems, commits one to the simple view that everything revolves around 1900. But as the right viciously retraces the ground covered in the aftermath of 1900, it is to the point where it gives up, other perspectives, temporary France may be more adequate view.

Conflict and struggle in the Royal Society is to present three medals for 1980 at its anniversary meeting on December 1 to the University of Sussex; the Davy Medal, Professor S. Wright, professor of genetics, University of Wisconsin USA—the Darwin Medal, Professor H. H. S. G. Darwin, professor of chemistry, University of Manchester; and the Huxley Medal, Professor J. P. Huxley, professor of zoology, University of Cambridge.

On the same day it will also present medals to: Sir Derek Barton, director of L'Institut de Chimie des Substances Naturelles, Gif-sur-Yvette, France—the Copland Medal, Professor W. F. Viner, Pughing professor of physics at the University of Oxford; Professor S. Wright, professor of genetics, University of Wisconsin USA—the Darwin Medal, Professor H. H. S. G. Darwin, professor of chemistry, University of Manchester; and the Huxley Medal, Professor J. P. Huxley, professor of zoology, University of Cambridge.

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Chairs

Dr F. Sharp, formerly senior lecturer in the University of Glasgow, has been appointed to the second chair of obstetrics and gynaecology at the University of Sheffield.

Dr Nicholas D. Deakin, head of the central police unit of the Greater London Council, has been appointed to the chair of social policy and administration at the University of Birmingham. He will take up his position on October 1, 1980.

Professor J. Fletcher, consultant senior lecturer in dental medicine in the University of Bristol, has been appointed to the chair in dental surgery at the University of Liverpool from July 1, 1980.

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NOTICE BOARD



A Christmas poster designed for London Transport in 1937 by Tom Eckersley who is regarded as England's greatest living poster designer. His work is being exhibited at the Camden Arts Centre in Arkwright Road, North London until September 7.

Appointments

Liverpool: Readers: R. J. Seager (ancient history and classical archaeology); P. J. Buckland (classical archaeology); A. L. Turner (biotechnology); M. P. Atherton (geology); P. T. Andrews (physics); G. A. Parker (zoology); C. J. Duckworth (physiology); P. A. Chardron and J. L. Moruzzi (electrical engineering and electronics). Senior lecturers: Joan J. Taylor (prehistoric archaeology); R. N. Orledge (music); A. V. Kovalev (Russian); N. B. Barlow and P. C. Chetwin (applied mathematics and theoretical physics); D. E. Collins (biology); S. M. Walker (inorganic, physical and industrial chemistry); G. P. Scott (pure mathematics); N. M. Beattie (education); M. Johnson (immunology); M. L. Chance (parasitology); W. and J. Lindley (pharmacology and therapeutics); J. Cunningham (operative dental surgery); W. Eccles (anatomy); E. M. Williams (electrical engineering and electronics); A. K. Lewkowsky (mechanical engineering); J. E. Cox and W. R. Ward (veterinary clinical studies); S. M. 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It is said: the British public
their taxes in sorrow and their
anger. Recent rate increases
as threats of further supply
demands this autumn
abled municipal socialism to
extravagance on its
regardless of the governing
result reduction of public
part of the £22 billion cur-
assumed by local government
England and Wales, half is
the Central Government, the
Rate Support Grant. The
has an impact on over-
It is a distinct over-
involving such an unex-
new multiple regression
"dampening" and
"Zot! Zot! warrants a
because when their lord-
ship to Westminster un-
on October 5, it will
final approval of the
replacement for RSG
Garrar.

O Competence,
O Freedom,
O Tempore,
O Mores.